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ABSTRACT

This paper describes a model for a women's program to be established at Motlow Community College in Tullahoma, Tennessee. The program focuses on meeting individual needs and enhancing the individual's potential, while at the same time providing the student with marketable skills. Section 1 describes the purpose and philosophy of the program, the core of which is skills training and entry or reentry into the work force along with job/career/personal goal setting and group counseling. Section 2 describes the target population and the needs assessment survey which will collect information on the women's needs and inform women of the future existence of the program. The program itself is described in Section 3. Objectives, courses, and course materials are covered. Section 4 focuses on program support and discusses staff, budget, method of program evaluation, and future of the program. Appendixes include the needs assessment instrument and descriptions of 35 courses for the women's program. A 17-item list of works consulted and suggested reading is also provided. The manual concludes with notes to aid other institutions in obtaining financial support for a women's programs. (YLB)

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Motlow State Community College

Women's Program

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Motlow State Community College

Women's Program

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Motlow State Community College

Women's Program

Introduction

Purpose

The Women's Program for Motlow State Community College is designed primarily for women over the age of twenty five, who desire to enhance their own educational and personal growth. The program is developed to meet a wide variety of needs from childbirth and parenting skills training to entry or re-entry into a career. Each individual who becomes involved in the program will work with a counselor toward short-term and long-term goals and develop a plan of action in order to meet those goals. Emphasis is placed upon skills development within the program and personal evaluation will occur as the individual reaches her desired goals. Program evaluation will assess how well the program purpose has been met over a period of time.

Philosophy

Over the past three decades in the United States, the role of women both at home and in the the work force has dramatically changed. Over half of the women aged 25 to 34 are working and maintaining a family (U.S. Dept. of Labor, 1980). Social expectations for women of the 1950's can be characterized as that of providing a supportive role for the spouse and children. While many of the upper and middle class women gained a college education, few took this

education as seriously as the women of today. In the past decades it was not economically necessary for these women to hold a job outside of the home. For the women who were employed outside of the home, the extra money was often used for special purchases for the family. It is interesting to note that blue-collar working women of the 1950's have much in common with women of today. Because today it is an economic necessity for women to work. It now takes two incomes for a family to provide for the children on the same level that previously took one income.

However, the cause of the changing role of women is not only due to socioeconomic conditions. There has been a conscious desire among all women to change their own role and become more fully involved. The women's equality movement has done much to bring the new role of women forward and to help women gain personal, legal, and economic power. But the change has also created a certain amount of conflict in the new role, as the expectations of the old role are still very much in place. Women now find themselves responsible for running a household and caring for a family, as well as bringing home a substantial amount of income to support the family. These women are often quoted in the popular press as being "Super Women." Super Women have no alternative for the traditional role and maintain the dual responsibility only with a great deal of effort and much personal sacrifice. Sharing the traditional responsibility with the spouse is difficult for the "Super Woman" and this sharing also

involves a change in the traditional roles of men. The role conflict has contributed to a greater amount of dissatisfaction and the breakup of marriages. One out of every nine working women is now the sole support of her family (U.S. Dept. of Labor, 1980). Women and men of the 1980's are not fully prepared to assume the role that has evolved for them and the need exists in many small and rural communities to prepare women for their role and provide them with alternatives and opportunities which would facilitate their growth and development.

In the 1970's the majority of employed women worked in clerical and service occupations (U.S. Dept. of Labor 1980) but the trend in the 1980's has been for women to enter into higher status jobs. Women who saw themselves yesterday as earning a living doing secretarial work, are now beginning to see themselves in management positions. The rise in job expectations of women has paralleled the rise in professional women throughout the 1980's. More women are attending college and are also pursuing graduate degrees. The fields of medicine, accounting, and law have taken some of the largest amounts of women as professionals, as well as the traditional fields of nursing and teaching. As women are becoming more and more successful in non-traditional fields many opportunities and new alternatives have begun to emerge. This program is designed to make opportunities available to women within a community setting and to enhance their present levels of education and skills.

About The Community

Target Population

Motlow State Community College is located in Tullahoma, Tennessee and serves five small cities and several larger surrounding counties. Students who attend Motlow typically hold jobs and live at home with parents or are older returning students who live and work in the community. Present enrollment at the college stands at 2,500 and there is a large amount of community involvement in college sports and civic projects that are sponsored through the school. There is a high number of professionals in the community served by Motlow, due to the location of Arnold Engineering Air Force Base just outside of Tullahoma. AEDC attracts military families, engineers, and technicians and Motlow has recently begun to offer extension classes through Tennessee State University so that a four year engineering degree may be completed while attending Motlow. There has also been a recent increase in industry in the community and several manufacturers have located on the site of the new industrial park.

Important in the development of this program is a broad assessment of the needs of the women who live in the community. I began this process by speaking with a past president of the Tullahoma Junior Woman's Club. The Junior Woman's Club is traditionally very active in the community and makes a number of volunteers readily available for the foot-work involved in collecting data.

Needs Assessment

A survey has been designed to obtain the necessary information for gaining a profile of the needs of the women that the program will serve (See Appendix A). The survey will be given to many areas of the community (See Appendix B) in order to both discover the most important needs of women and to inform women of the future existence of the program. In this way, the survey will be used an a method of gaining important information and providing community relations about the program. Along with the survey information, a committee will be formed which represents individuals who are community leaders and support persons for the program. The committee will serve as an advisory board, while at the same time creating a community network of support for continuation of the program in the future. Aside from reaching the community by means of a needs survey and program committee, the most important type of communication will involve the distribution of brochures through the mail and through delivery to area businesses, churches, schools, and organizations. The brochures will contain a list of services offered through the program and a brief description of course offerings. In addition, the brochures will contain information about starting dates and fees.

The Women's Program

Objectives

It is difficult to know in advance what the most important needs of any community are at any given time.

However, by offering the survey to the individuals who will be participating in the program, it is possible to determine the overall best core of courses that the respondents would like to have offered through the program. Direct input such as this will have a valuable effect upon the success of the program. In future years, this type of input will be needed to meet the changing needs of women involved in the program.

However, there are fundamental objectives that will remain constant over time and which form the basis of the Women's Program. The main objective is to broaden the power base of each individual woman who enters the program. This objective will be accomplished by offering to women in the community an opportunity to increase their skills on a variety of dimensions. Some individuals may desire re-entry into a career, while others may wish to become a more effective parent, and still others may find a direction in which to pursue an education they had wished for before starting a family. A wide variety of new alternatives will be available through each course offered within the program. This is a very exciting prospect for many women who will find that they don't have to leave the community and the family in order to increase their skills and find new directions.

At the start of the program all individuals who are enrolled will be assigned a counselor. Through work with the counselor a goal or a set of goals will be developed. The counselor will then create one or several groups of women who will meet together for group sessions. These women's groups

will share common interests and will interact together to work toward individual goals that were originally developed. Group meetings will take place on a regular basis and will form a support and information network for those involved in the program. The groups will also provide valuable feedback about the program and plan for future development.

Another aspect of the program involves an objective which was discussed in the introduction section. It was stated that new roles have evolved for women today and that many women seem to be suffering from what the media calls "Super Woman Syndrome." It was said that these basically traditional women try too hard to meet the expectations of the old role while struggling to fit into the new role. Inherent in the struggle is a personally destructive effect called role conflict. This arises when a contradiction emerges among the personal goals one holds for the self. Many times this is a factor in the lives of women who find themselves dissatisfied with life. It is a rather vague and subtle concept to have such powerful effects. But nevertheless, it exists without most women realizing it.

Thus, a major objective of the program is not only provide educational and personal development, counseling and support, but in addition, to provide an alternative role model in the form of those who teach the courses that are offered through the program. The courses are to be taught by women, who are experts in each given area. For example, the course "Women, Divorce, And The Law" would be taught by an

attorney who also happens to be a woman. The course, "How To Care For Your Car And Other Minor Repairs" would be conducted by a woman mechanic, the course on management would involve women working with a local businesswoman or a woman Realtor. The objective is to help women see women in the roles that they wish to master. This is the only way to help women in small communities who wish a change, but have no contact with women performing the jobs they would like to be able to do.

The final objective of the Women's Program is to create a major impact on the community. Much of the valuable resources in small communities go unnoticed and unused because no one has ever brought a new alternative to the forefront and demonstrated the feasibility. Once the women have new avenues opened through the program, positive effects will begin to be seen within the community. Women may be prepared to open businesses, run for political office, become better at providing an income for the family, and most of all grow increasingly satisfied with life and the opportunities available to the in a small town.

Women's Courses

A basic core of 35 courses has been developed. Results from the needs assessment will determine the actual course offerings which will begin the program. The highest priority needs will be met first by offering those courses that serve that need. Then other courses will be offered as the budget allows. There is hope that the program will become established over a two year period and then become refined

and highly responsive to future existing needs. As the program grows and develops it will become sensitive to more and more needs of women and will also become a model program for other community colleges to offer.

The courses were designed to fit into six different dimensions similar to those developed by Project Turning Point for Displaced Homemakers. Project Turning Point was created to meet the needs of women in Palatine, Illinois through William Rainey Harper College, 1986. While the course offerings were different and designed only for displaced homemakers, it was appropriate to evaluate the courses for the Women's Program according to the six dimensions used at Harper College. A course may fit into one or more of the dimensions which are listed as follows, along with a list of the courses. Course descriptions are presented in Appendix C.

Dimensions

I. Horizon Expander
II. Overall Benefit
III. Personal Effectiveness
IV. Interaction With Other Women
V. Confidence Builder
VI. New Knowledge & New Skills

Courses

1. Single Again (or Thinking About Being Single Again)
2. Women, Divorce, & The Law
3. Money Management For Women I
4. Money Management For Women II
5. Woman Entrepreneur
6. Women In Management
7. Women In Sales
8. Assertiveness and Responsive Communications (Training)
9. Computer Literacy For Women
10. I've Got To Get Organized
11. Career Development & Exploration
12. Decision Making & Planning
13. Becoming A Parent
14. Childbirthing
15. Mothering (The Early Years)
16. Mothering (The Adolescent Years)
17. My Nest Is Empty (Transition Into Mothering An Adult)
18. Adult Development And Growth
19. Feeling Good
20. I Dare Me
21. Retirement & Pension Planning
22. Learn To Do Your Own Taxes
23. Improving Skills In Public Speaking
24. How To Write A Good Resume & Develop Interview Skills

25. How To Take Care Of Your Car And Other Minor Repairs
26. Developing Self Awareness
27. The Married Woman (Roles of Women & Men)
28. The Psychology Of Women
29. Women's Sexuality
30. Creative Writing For Women
31. Feminist Philosophy (Political & Social)
32. Coping With Math (You'll Never Fear Numbers Again)
33. Planning A Low Budget Vacation
34. Planning Your Wedding
35. Women's Group Seminar* (Required Course)

Course Materials

Each Course will have a variety of materials which will be provided within the course fee. Course fees will be set at $25.00 (including books) and program participants can obtain one semmester hour of credit from each course. This will make the courses as economical as possible with a one time fee which covers all materials. Depending upon the course, audio/visual resources may be used in addition to books and handouts. Various class rooms at Motlow State Community College will house most classes, however classes may meet at the Woman's Club, Senior Citizens Center, Churches etc.

Other materials which will be made available to persons involved in the Women's Program are books and films provided through the college library. Once the program is developed,

future plans include the creation of The Women's Reading Room. This special room will be housed in the library, and books and journals will be held which address special women's issues. The works of famous women authors will available, as well as information on pregnancy, childbirth, breast-feeding, and parenting. Books on women's sexuality and self-awareness will also be placed in The Women's Reading Room, along with a wide variety of other information. By developing The Women's Reading Room many more of the needs of women can be met, which are not covered by courses that are currently offered. Developing a large holding of resources and references on women's issues will enable individual women to learn and create new alternatives for themselves.

Program Support

Staff

Because this program is designed for the community that supports Motlow State Community College, an important factor in the staffing of the program will involve the utilization of community members for conducting the classes. As was stated in the program description, the method of meeting one very important objective will include the use of women experts as role models and teachers in the program. Through the Program Advisory Committee and the Tullahoma Junior Woman's Club, a number of instructors will be selected from the community and from the Motlow faculty. Instructors will be asked to volunteer their time and services in conducting a class. The instructors will be supervised by three

counselors who will help to develop course objectives and help to choose the materials to be used in the course. Counselors will meet together regularly and be responsible for conducting the Women's Seminar, as well as conducting classes in their expert areas. Other staff will include a program administrator and one full-time or two half-time secretaries. The administrator will perform the usual duties, as well as monitoring program progress, holding counselor and committee meetings, and developing a method of program evaluation. The secretaries will be available to the administrator, counselors, and instructors, in addition to interfacing with prospective Women's Program participants.

Budget

A grant in the amount of $220,000 will be needed to start the program (See Table 1). This amount will fund the salaries for program employees, buy various audio/visual materials for use in the courses, and provide a beginning for The Women's Reading Room at Motlow Library. In addition, the money will go toward purchasing books for use within each course that is offered.

Administrator	$30,000	
Counselor	$25,000	
Counselor	$25,000	
Counselor	$25,000	
Secretary (Part-Time)	$7,500	
Secretary (Part-Time)	$7,500	
Instructor (Per Course $500)	$5,000	(10 courses/year)
Course Materials	$20,000	
Audio/Visual Equipment	$20,000	
Women's Reading Room Materials	$50,000	
Miscellaneous	$5,000	
Total	$220,000	

Table 1

Method Of Program Evaluation

The future success of the Women's Program will depend upon feedback from program participants and program support persons. However, the most important factor in evaluating the success of the program is developing proper measures to evaluate the subsequent success of those who passed through the program. It is these measures that will directly influence the future growth and direction of the program.

All advisory committee members will receive quarterly reports which are prepared by the administrator. In addition, a large annual report which contains data describing rates of participation, goals reached, money utilization, and future plans will be prepared and presented to committee members and support persons at the "Annual Year In Summary Committee Meeting."

Surveys will be given to all persons who enroll in one or more courses in the Women's Program to evaluate the strength of the program. Once the program has been in existence for over two years evaluation will include a survey for former participants. Some assessment will be done with individual participants before, during, and after the program, so that changes in jobs, finances, and personal satisfaction can be directly measured. This data will support not only the continuation of the program, but will also aid in the future growth and development. The program is designed to be a participant/community directed program. In this way it will

best reflect the needs of the community which it serves and will develop in the most useful direction.

Evaluation will also occur on the level of internal goals such as, how the community is effected by the program over time. Increases in the socioeconomic participation of women in the community will be measured against former statistics, as will the emergence of new roles for women in the community. The commitment of a program run by women as role models for other women, will be maintained and will always remain a cornerstone around which the program will grow and develop.

Future Years

It is difficult to foresee what direction the program will be taking five to ten years in the future. However, it can be predicted that the program, because of it's structure, will be highly sensitive to the changing needs of women in the community. It will foster the development of women in what ever direction they wish to grow, at what ever age they want to start. Courses will continue to be offered according to high priority needs, and materials on a wide variety of women's issues will be added to The Women's Reading Room on a regular basis.

One future project for the program is to work with high school aged women and help them develop an awareness of their interests and make future educational and career plans. Special workshops will be conducted at county high schools and information for these young women can be added to The

Women's Reading Room. Through this project, new alternatives will be made available and more young women will be able to obtain a higher education.

Another possibility in the future is the development of a Women's Studies Program at Motlow State Community College. Now more than ever, Women's Studies have emerged at colleges and universities. A program such as this has been established at Middle Tennessee State University and is available for a minor area of study within the regular program.

Appendix A

Survey

Motlow State Community College

There has been a recent interest in developing a program designed to offer classes for women through Motlow College. This is a survey that is being conducted in order to assess the educational and special needs of women in the community. Your thoughtful answers to the questions below will help us to determine the direction of the program and will help to reach those who are most interested in being part of what we hope will offer new opportunities which were not available to the community in the past. Please take some time to complete the survey and then use the enclosed stamped, self-addressed envelope to return your information.

We sincerely appreciate your involvement in the development of the program.

BACKGROUND INFORMATION

1. How long have you lived in your present community? ____
2. What is your age? _____
3. What is your highest level of educational attainment?

---

4. Are you Single, Married, Divorced, Widowed? (Circle One)
5. State the ages of your children, if you are a mother.

---

6. Are you employed and if so state where you are working and how many hours you work per week. _____

7. If you have not completed college please describe any type of credit you have earned at a college or technical school. _____

_____

8. Check community activities in which you are involved.

____ Church
____ Women's Clubs (Lady Lions Club, etc...)
____ City or County Boards
____ Scouts -Girl Scouts or Cub Scouts Parent Leader
____ P.T.A.
____ Professional Society
____ Special Interest Groups
(Specify) _____
_____
_____

____ Other
(Specify) _____
_____
_____

9. Have you ever attended any classes at Motlow State Community College? _____

10. Please check the income bracket into which you presently fit or into which your family fits.

____ Less than $15,000
____ $15,000 to $24,000
____ $25,000 to $35,000
____ $36,000 to $45,000
____ $46,000 to $55,000
____ $56,000 or over

NEEDS ASSESSMENT

The following is a list of statements. Please check ALL THAT APPLY to you.

_____ I need to increase my present level of education.

_____ I need a stimulus to give my life and work a direction.

_____ I need to make contacts with other women in my situation.

_____ I need to know more about laws pertaining to divorce.

_____ I need to learn more about managing money and investing.

_____ I need better organizational skills.

_____ I need to become more assertive.

_____ I need to learn how to do minor car repairs.

_____ I need to work on communication skills.

_____ I need to explore different career opportunities.

_____ I need help in understanding my adolescent.

_____ I need to learn about using a computer.

_____ I need marriage counseling.

_____ I need more information on personal nutrition and health in general.

_____ I need improved decision making skills.

_____ I need to learn about planning for retirement.

_____ I need practice in public speaking.

_____ I need to sharpen my math skills.

_____ I need to gain self confidence.

_____ I need to learn how to write a resume and how to present myself in an interview.

_____ I need to learn better parenting skills.

_____ I need creative writing experience.

_____ I need to interact with other women.

_____ I need to understand more about love relationships.

_____ I need more information on becoming a parent.

_____ I need help in planning a family budget and ways to save money.

_____ I need information on buying/building my own home.

_____ I need childbirth classes.

_____ I need help in learning more about breast-feeding.

_____ I need to talk to other working mothers.

_____ I need help planning my wedding.

_____ I need information on making a will and estate planning.

_____ I need more information on starting a business.

_____ I need to learn how to adjust as a parent of an adult.

_____ I need to learn how to plan a low budget vacation.

_____ I need to go back to college.

_____ I need to understand my interests and abilities.

_____ I need self-improvement.

_____ I need to start over in life.

_____ I need to learn how to relax in my spare time.

_____ I need to learn about roles in love and marriage.

_____ I need something meaningful to do now that I'm retired.

_____ I need (you specify)

_____

_____

_____

_____.

_____ I am interested in taking one or more classes offered through the Women's Program at Motlow State.

Appendix B

Survey Areas Of The Community And (Areas To Send Brochure Once Program Is Developed)

1. Tullahoma High School (Seniors & Teachers)
2. Coffee County High School " "
3. Franklin County High School " "
4. Bedford County High School " "
5. Lincoln County High School " "
6. Tullahoma Woman's Club
7. Motlow State Community College
8. Women's groups at area churches
9. All OBGYN clinics
10. Factory workers at Tennessee Apparel
11. Local Beauty Salons
12. Health Spa (Women's night)
13. County Health Departments
14. Secretarial Club at Arnold Engineering Air Force Base
15. Senior Citizens Center
16. Daughters Of The American Revolution
17. Eastern Star
18. Lady Lions Club
19. Selected mailing list
20. Girl Scout Leaders (Monthly Meeting)
21. Country Club

Appendix C

Description Of Courses For The Women's Program

1. SINGLE AGAIN

   This course is designed for women who have recently become single or who are thinking about getting a divorce. Information will be given on finances, child care, and emotional issues.

2. WOMEN, DIVORCE, AND THE LAW

   Divorce laws in the state of Tennessee will be featured, as well as legal techniques that are useful in filing for a divorce.

3. MONEY MANAGEMENT FOR WOMEN I

   Women will learn how to simplify their personal finances or family finances. They will be introduced to the field of financial management and become more effective at using money wisely. They will also learn the facts on how to make major purchases such as automobiles and homes.

4. MONEY MANAGEMENT FOR WOMEN II

   This course will teach women the principals of investment. It is a course designed to help women take advantage of the money they make no matter what their income. Safe and risky investments will be examined, along with current and future trends in money making.

5. WOMAN ENTREPRENEUR

   This course is designed for those women who are thinking of starting their own business. Aspects of gaining financial backing will be discussed and individuals will gain ideas from members of the class. Many examples of women entrepreneurs will be used for materials.

6. WOMEN IN MANAGEMENT

   Women who are already professionals will gain from this course the necessary information to enhance their management skills. Women who are trying to move into such positions will learn the most effective ways to do so.

7. WOMEN IN SALES

Sales techniques will be taught and video equipment will be used to film women and give feedback about their skills. A variety of other sales training materials will be used.

8. ASSERTIVENESS AND RESPONSIVE COMMUNICATIONS

This course will offer assertiveness training to women through class interaction and role playing. Another aspect of the course is teaching women how to be responsive in all types of situations. Assertiveness training plus responsiveness will help the individual to communicate herself to others in the most effective way.

9. COMPUTER LITERACY FOR WOMEN

Women who desire to learn to operate a computer will be taught the basics. In addition, the field of computer science will be explored along with computer applications. All individuals will have hands-on experience and utilize a computer for a project of some type.

10. I'VE GOT TO GET ORGANIZED

This is a fun course in which disorganized persons will learn to make the most out of their time. Two concepts will be stressed; first, you are only one person not three, and second there are only 24 hours in a day. Organizational skills will be taught and the priority structure will be discovered.

11. CAREER DEVELOPMENT & EXPLORATION

This course is for individuals who want to find a direction in which to pursue an education beyond the high school level. Methods of abilities assessment will be used and individuals will be given information about ways to get the skills needed to enter the fields they want to pursue. Educational and career goals will be developed and individuals will begin to take action within their career plan.

12. DECISION MAKING & PLANNING

The planning course goes along with the career course. Individuals will be required to make a plan and the take steps toward putting the plan in action. Decision making skills will be taught and the individual will receive guidance for what ever they decide to pursue.

13. BECOMING A PARENT

Women who are in their child bearing years will learn what it is like to become a parent. They will be introduced to some of the common decisions they will face as a new parent such as child care costs, and changes that are to be expected in their relationship with their husband or lover. They will be asked to realistically examine the reasons for wanting a child and face current parenting issues.

14. CHILDBIRTHING

This course will emphasize the many different methods of giving birth today. The Lamaze Method, Bradly Method, home birth, and birthing rooms are a few of the alternatives to be explored. In addition, information on the process of pregnancy and birth will be given and many common myths will be discussed. The La Leche League material will be used as an introduction to successful breast-feeding.

15. MOTHERING I

This course will take women from being at home with an infant through the pre-teen years of childhood. The prominent concepts of developmental psychology such as Piaget's Theories will be discussed. The course will help mothers understand the abilities of their children and the special needs children have at various stages of development. Skills in effective parenting of young children will be stressed.

16. MOTHERING II

This course is for mothers of adolescents. It will help mothers learn to cope with the changes that occur while their daughters and sons are teenagers. An opportunity to interact with other mothers of teenagers will encourage a deeper understanding of what is happening during the teen years. Mothers will also facilitate better communications both among the family members and with their teenager. A wide variety of materials and real life example situations will be used.

17. MY NEST IS EMPTY MOTHERING III

Mothers who have found themselves the parent of a brand new adult will benefit from this course. Issues on how this type of relationship works will be examined. Mothers will discuss the ways that their relationship with their daughter or son has changed both for the

better and the worse. They will learn how to enjoy the freedom from active parenting and how to cope with the conflicts that sometimes arise in the new type of relationship.

18. ADULT DEVELOPMENT AND GROWTH

This course will explore the stages of life and help women develop an awareness of themselves through self examination and reflection. They will learn where they have been and what to expect in the future. Workbook exercises will be used.

19. FEELING GOOD

Key concepts on how to live life fully will be emphasized as well as different types of nutrition. The arts of yoga and meditation will be explored and women will be encouraged to plan and start their own personalized form of "Feeling Good." The course is for women who want to feel better both mentally and physically. Individuals must be prepared to make a commitment and make a change.

20. I DARE ME

Challenge is the best word to describe this course! This course is designed to motivate women and to show them that they possess limits beyond which they are presently using. The climax of the course involves parachuting from an airplane 7,000 feet in the air. The course goes well with the course "Feeling Good." Retired women will benefit too!

21. RETIREMENT & PENSION PLANNING

Homemakers as well as women who are working will learn what is involved in planning for retirement. Individual assistance will be given to women and the retirement plan of their spouse will be examined in detail. Beware, some spousal retirement and benefit plans leave the wife with the short end in many circumstances.

22. LEARN TO DO YOUR OWN TAXES

Women will go through the process of filing a tax form and will learn how to take advantage of any tax laws that may apply to them.

23. IMPROVE YOUR SKILLS IN PUBLIC SPEAKING

This course is designed to give women practice in speaking to a group. Audio/Visual equipment will be

used and women will speak on any issues they choose.

24. HOW TO WRITE A GOOD RESUME & DEVELOP INTERVIEW SKILLS

The do's and don'ts of resume writing and interviewing will be presented. Women will actually develop a resume that they can use and will practice interviewing on video tape. All will be prepared to get a job when they exit this class. You do not have to be a professional to have a resume.

25. HOW TO TAKE CARE OF YOUR CAR & OTHER MINOR REPAIRS

Women will learn basic car care and diagnostic problems. They will bring their own car to class and work with the instructor on changing the oil among other things. The course will also show ways that repair service businesses take advantage of a lack of knowledge about car care. The major parts of the car engine will be learned along with important minor parts. Another aspect of the course involves learning to do home repair. Each individual will identify a home repair problem and demonstrate to the class how to fix that problem.

26. DEVELOPING SELF-AWARENESS

The course will employ workbook exercises and reading assignments to facilitate self-awareness. Techniques and exercises will be taught so that women will learn a certain degree of self-help.

27. THE MARRIED WOMAN

The roles of women and men in marriage will be discussed and some of the stages that a marriage relationship goes through will be examined. The characteristics of a good marriage will be presented and compared to some of the characteristics of an unhealthy marriage. Women will be asked to assess their own marriage and identify at least one way that the marriage could be enhanced.

28. THE PSYCHOLOGY OF WOMEN

The course will center around the female experience and will examine women in other cultures. A history of what the Women's Movement has done in the United States will be related to how women feel about themselves on a public level. Current research and theories will be discussed. Women will be asked to explore themselves and become more aware of other women.

29. WOMEN'S SEXUALITY

This course will explore women's sexuality in this culture and examine beliefs that undermine the free expression of sexuality in a relationship. The class will view an optional erotic film for women and will be asked to explore (in writing) the development of their own sexuality. A wide variety of materials and books will be made available on the subject of women's sexuality.

30. CREATIVE WRITING FOR WOMEN

Women will be encouraged to write in any form that they desire. The course is not designed to criticize writing but instead it will emphasize opening a new alternative form of expression. Individuals will share their writing expressions with the class.

31. FEMINIST PHILOSOPHY

Political and social philosophy according to Feminist viewpoints will be presented. Information will be given to women on women's organizations and some of the work that has been done by these organizations will be discussed. An overall understanding of Feminist philosophy will be gained.

32. YOU"LL NEVER FEAR NUMBERS AGAIN

This course is designed to use behavioral techniques to rid women of the fear of doing math. Women will work with numbers and be presented with a math scheme which will aid them in the future. Women will learn how to cope with math.

33. PLANNING A LOW BUDGET VACATION

Various examples will be used to aid women in planning a dream vacation that they have always wanted to take. Women will determine the costs involved and the ways to raise the money in order to go on vacation. Various alternatives will be presented to the normal method of vacation planning.

34. PLANNING YOUR WEDDING

Few persons are experts in putting on the biggest show of their lives. This course will utilize experts on planning a wedding from the many decisions about colors, and party plans, all the way to getting quality pictures and a video tape of the event. Money saving tips will be introduced as well as things you never dreamed of.

Women will develop a wedding plan and talk to a coordinator.

35. WOMEN'S GROUP SEMINAR

This is the only required course in the Women's Program. Women will meet with a counselor when they begin the program and will develop short-term and long-term goals. Women's groups will be formed by each counselor who will match the needs and interests of group members. The groups will meet on a regular basis for group sessions which will be guided by a counselor. Group members will interact together and form a support and information network.

Works Consulted and List of Suggested Reading

Alberti, R.E. (1986). Your perfect right: A guide to assertive living. California: Impact Publishers.

Borcelle, G. (1985). Jobs for women : A plea for equal opportunity. Paris: Unesco.

Callahan, B.N. (1978). Career planning for women. New York: Family Service Association of America.

Corey, G. & Corey, M.S. (1983). I never knew I had a choice. California: Brooks/Cole Publishing Company.

Davis, M., Eshelman, E.R., & McKay M. (1982). The relaxation and stress reduction workbook. California: New Harbinger Press.

Gibson, R.L., Mitchell, M.H., & Higgins, R.E. (1983). Development and management of counseling programs and guidance services. New York: Macmillan Publishing Company, Inc.

Hansen, L.S. & Rapoza, R.S. (1978). Career development and counseling of women. Illinois: Charles Thomas Publisher.

Hunter College Women's Studies Collective (1983). Women's realities, women's choices: An introduction to women's studies. New York: Oxford University Press.

Hyde, J.S. (1985). Half the human experience: The psychology of women. Massachusetts: D.C. Heath & Co.

Jongewood D. & Scott, D. (1981). Women as winners: Transactional analysis for personal growth. California: Addison-Wesley Publishing Company.

Kerber, L.K. & Mathews, J.D.H. (1982). Women's America: Refocusing the past. New York: Oxford University Press.

Nivea, V.F. & Gutek, B.A. (1981). Women and work: A psychological perspective. New York: Praeger Publishers.

Patterson, B., Meadows, N., & Dreger, C. (1982). The successful woman. New Jersey: Printice-Hall, Inc.

Phelps, S. & Austin, N. (1975). The assertive woman. California: Impact Publishers.

Thomas, M.B. Incomplete Reference. Report on developing a guidance program in the state of Tennessee.

Trevor, R. & Lucas, J.A. (1986). Profile and evaluation of women's program and project turning point. Palatine, Illinois: William Rainey Harper College, Office of Planning and Research. (ERIC Document Reproduction Services No. ED 265 913)

United States Department of Labor: Bureau of Labor Statistics. (1980). Perspectives on working women: A databook. Washington, D.C.: U.S. Government Printing Office.

Notes For Obtaining Funding and Support

Women's Program

1. Check the Federal Catalog of Domestic Assistance. It will have the address of WEA (Women's Equity Act).

2. Women's Educational Equity Act (WEEA) enacted in 1974. Federal Gov. assists individual states in promoting education and occupational training for women. This Act seeks to enhance women's access to vocational training by using guidance as an essential support for this action. From 1974-1977, (42%) assistance concerned with improving the training of teachers, administrators, and counselors. Six activities subsequently included counseling and guidance and development of non-discriminatory tests. WEEA has the main aim to encourage all state departments of education, by means of technical support, to set up or develop training workshops for personnel in the main school systems, including technical schools and courses. Target groups have benefited from grants and contracts.
Six Groups of WEEA: (Borcelle, 1985).

UNESCO United Nations Educational, Scientific, and Cultural Organization

1. Development and evaluation of school curricula, texts and educational materials.
2. Pre-service and in-service training of educational personnel, programs, and methods.
3. Research and development.
4. Counseling and guidance, including preparation of non-discriminatory tests and questionnaires.
5. Development of educational activities for the

benefit of unemployed and underemployed women.

6. Extension and improvement of programs for women in vocational education and educational administration.

3. National Advisory Council on Women's Educational Programs: 17 members, represent general public, racial groups, ethnic minorities, age-groups, and places of origin.

4. Vocational Education Act (VEA) 1963. Amended 1976 to include measures to enforce equality between sexes in vocational training. VEA was a step in opening up forms of occupational training that were previously reserved for men.

5. The Comprehensive and Employment Training Act (CETA) Passed 1978, requires employers and those responsible for training to organize vocational training courses for women in all sectors where they constitute less than 25% of the total work-force. This Act tackles sex-stereotyping of jobs.

6. Educational Amendments of 1972: Title IX
"No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

7. Title VII of Civil Rights Act of 1964; amended by Equal Employment Opportunity Act of 1972, prohibits discrimination in employment on basis of sex.
Equal Pay Act of 1963; amended by EEOA 1972, prohibits discrimination in salaries on basis of sex.
Titles VII and VIII of Public Health Service Act and

title IX of Ed. Amendments 1972; effect student discrimination. All of these are regulated under the Equal Employment Opportunity Commission EEOC (Hansen & Rapoza, 1978).